

CAMBRIDGE PUBLIC SCHOOLS ELA LEARNING EXPECTATIONS

STRAND	STANDARD	Grade K	Grade 1	Grade 2
Language Strand	<p>Standard 1: Discussion Students will use agreed-upon rules for informal and formal discussions in small and large groups.</p>	<p>The student will be able to: Follow rules for classroom discussion.</p>	<p>The student will be able to: Follow rules for classroom discussion.</p>	<p>The student will be able to: Follow rules for classroom discussion.</p>
	<p>Standard 2: Questioning, Listening, & Contributing Students will pose questions, listen to the ideas of others, and contribute their own information or ideas in group discussions or interviews in order to acquire new knowledge.</p>	<p>The student will be able to: Contribute knowledge and ideas in planning a class project.</p>	<p>The student will be able to: Contribute knowledge and ideas in planning a class project.</p>	<p>The student will be able to: Contribute knowledge and ideas in planning a class project.</p>
	<p>Standard 3: Oral Presentation Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.</p>	<p>The student will be able to: -Stay on one topic while telling a personal story. -Speak clearly with adequate volume.</p>	<p>The student will be able to: -Stay on one topic while telling a personal story. -Speak clearly with adequate volume.</p>	<p>The student will be able to: -Stay on one topic while telling a personal story. -Speak clearly with adequate volume.</p>

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Language Strand (cont'd.)	<p>Standard 4: Vocabulary & Concept Development Students will understand and acquire new vocabulary and use it correctly in reading and writing.</p>	<p>The student will be able to:</p> <ul style="list-style-type: none"> -Identify common objects and sort pictures of common objects into categories. (<i>colors, shapes, textures</i>) -Describe common objects and events in general and specific language. 	<p>The student will be able to:</p> <ul style="list-style-type: none"> -Identify and sort common words into conceptual categories. (<i>opposites, living things</i>) -Identify base words (<i>look</i>) and their inflectional forms (<i>looks, looked, looking</i>). -Identify the relevant meaning for a word with multiple meanings using its context (<i>saw/saw</i>). 	<p>The student will be able to:</p> <ul style="list-style-type: none"> -Identify common antonyms and synonyms. -Use knowledge of the meaning of individual words to predict the meaning of unknown compound words (<i>lunchtime, daydream, everyday</i>). -Determine meanings of words by using a beginning dictionary.

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Language Strand (cont'd.)	<p>Standard 5: Structure & Origins of Modern English Students will analyze standard English grammar and usage and recognize how its vocabulary has developed and been influenced by other languages.</p>	<p>The student will be able to:</p> <ul style="list-style-type: none"> -Use directional and temporal words. (<i>up, down, before, after</i>) -Recognize that the names of things can also be the names of actions. (<i>fish, dream, run</i>) -Introduce appropriate end marks (<i>periods, question marks</i>). 	<p>The student will be able to:</p> <ul style="list-style-type: none"> -Identify correct capitalization for names and at the beginning of sentences. -Identify appropriate end marks (<i>periods, question marks</i>). 	<p>The student will be able to:</p> <ul style="list-style-type: none"> -Identify correct capitalization for names and at the beginning of sentences. -Identify correct capitalization and commas in dates. -Identify appropriate end marks (<i>periods, question marks</i>).
	<p>Standard 6: Formal & Informal English Students will describe, analyze, and use appropriately formal and informal English.</p>	<p>The student will be able to:</p> <ul style="list-style-type: none"> -Use appropriate language in the classroom. 	<p>The student will be able to:</p> <ul style="list-style-type: none"> -Use appropriate language in the classroom. 	<p>The student will be able to:</p> <ul style="list-style-type: none"> -Identify formal and informal language in stories, poems and plays.

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Reading and Literature Strand	<p>Standard 7: Beginning Reading Students will understand the nature of written English and the relationship of letters and spelling patterns to the sounds of speech.</p>	<p>The student will be able to:</p> <ul style="list-style-type: none"> -Recognize that printed materials provide information. -Identify author, illustrator and title of a book. -Know how to handle a book and turn the pages -Recognize directionality in text. (<i>left to right, top to bottom</i>) -Match oral words to print words -Understand that words are made up of one or more syllables. -Recognize and produce rhyming words. -Name and recognize letters of the alphabet. -Understand that letters represent sounds. -Develop a core of known words. 	<p>The student will be able to:</p> <ul style="list-style-type: none"> -Identify the initial, medial, and final sounds of a word. -Use letter-sound knowledge to identify unfamiliar words. -Develop a core of known words. -Use known words to decode unknown words in text. -Use letter-sound knowledge, including onset and rimes, single letters, consonant blends, short vowel patterns, consonant and vowel digraphs and diphthongs to decode unknown words in text. -Recognize features in print such as capitalization and end punctuation. -Identify author, illustrator and title of book. -Read aloud with fluency and comprehension at grade level. 	<p>The student will be able to:</p> <ul style="list-style-type: none"> -Develop large vocabulary of known words. -Recognize distinguishing features of a sentence (<i>capitalization, punctuation</i>) and a paragraph (<i>indentation, spacing</i>). -Identify author, illustrator and title of a book, and use a table of contents. -Use letter-sound knowledge, including onset and rimes, single letters, consonant blends, short vowel patterns, consonant and vowel digraphs, diphthongs and r-controlled letter-sound associations to decode unknown words in text. -Know and use more difficult word families (<i>-ought</i>) and known words to decode unknown words. -Read words with several syllables. -Read aloud and silently with fluency and comprehension at grade level.
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Reading and Literature Strand	<p>Standard 8: Understanding a Text Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation.</p>	<p>The student will be able to: FICTION -Make predictions using prior knowledge, pictures, and text. -Retell a main event from a story heard or read. -Ask questions about the important characters, settings, and events.</p> <p style="text-align: center;">NONFICTION</p> <p>-Make predictions about the content of the text using prior knowledge and text features. <i>(title, illustrations/photographs)</i> -Retell important facts from a text heard or read.</p>	<p>The student will be able to: FICTION -Make predictions about what will happen next in a story using prior knowledge, pictures and text and discuss with group whether predictions were accurate and why. -Retell a story's beginning, middle and end with details. -Distinguish cause from effect -Identify main characters and events in a story.</p> <p style="text-align: center;">NONFICTION</p> <p>-Make predictions about the content of the text using prior knowledge and text features <i>(labels, headings, table of contents, key words)</i> -Restate main ideas.</p>	<p>The student will be able to: FICTION -Make predictions about what will happen next in a story using prior knowledge, pictures and text and discuss with group whether predictions were accurate and why. -Retell a story's beginning, middle and end with details. -Distinguish cause from effect -Identify main characters and events in a story.</p> <p style="text-align: center;">NONFICTION</p> <p>-Make predictions about the content of the text using prior knowledge and text features <i>(labels, headings, table of contents, key words, index and graphic features)</i> -Restate main ideas.</p>
	<p>Standard 9: Making Connections Students will deepen their understanding of a literary or non-literary work by relating it to its contemporary context or historical background.</p>	<p>The student will be able to: -Recognize a particular author/illustrator's style of writing and illustration. -Recognize several versions of a traditional story or folk tale.</p>	<p>The student will be able to: -Recognize a particular author/illustrator's style of writing and illustration. -Make connections among events or information in texts.</p>	<p>The student will be able to: -Recognize a particular author/illustrator's style of writing and illustration. -Identify different interpretations of plot, setting and character in the same work by different illustrators.</p>

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Reading and Literature Strand (cont'd.)	<p>Standard 10: Genre Students will identify, analyze, and apply knowledge of the characteristics of different genres.</p>	<p>The student will be able to: -Identify the differences among poetry, fiction and non-fiction.</p>	<p>The student will be able to: -Identify the differences among poetry, fiction and non-fiction.</p>	<p>The student will be able to: -Identify the differences among the common forms of literature: poetry, prose, fiction, non-fiction (<i>informational and expository</i>), and dramatic literature.</p>
	<p>Standard 11: Theme Students will identify, analyze, and apply knowledge of theme in a literary work and provide evidence from the text to support their understanding.</p>	<p>The student will be able to: -Make a personal connection between a story and personal experience either by talking, drawing or acting out their ideas.</p>	<p>The student will be able to: -Make connections to information in texts and personal experiences.</p>	<p>The student will be able to: - Make connections to information in texts and personal experiences.</p>
	<p>Standard 12: Fiction Students will identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding.</p>	<p>The student will be able to: -Recognize the beginning, middle and the end of a story. -Recall a character in a story. -Describe or draw where the story took place.</p>	<p>The student will be able to: -Identify beginning, middle and end of a story. -Identify characters and setting of a story.</p>	<p>The student will be able to: -Identify the elements of plot, characters and setting of a story.</p>

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Reading and Literature Strand (cont'd.)	<p>Standard 13: Nonfiction Students will identify, analyze and apply knowledge of the purposes, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding.</p>	<p>The student will be able to: -Recognize that non-fiction is about real things.</p>	<p>The student will be able to: -Identify some common textual features such as title, headings and table of contents. Identify and use knowledge of common graphic features (<i>illustrations, type size</i>).</p>	<p>The student will be able to: -Identify some common graphic features such as illustration and type size. -Make predictions using prior knowledge and text and graphic features (<i>diagrams, tables, charts maps</i>). -Explain whether predictions about the content of a text were confirmed or disconfirmed and why. -Restate main ideas and important facts from a text heard or read.</p>
	<p>Standard 14: Poetry Students will identify, analyze, and apply knowledge of the themes, structure, and elements of poetry and provide evidence from the text to support their understanding.</p>	<p>The student will be able to: -Recognize and respond to the rhythm and rhyme in poetry</p>	<p>The student will be able to: -Recognize poetry has different elements such as rhythm, rhyme repetition and alliteration.</p>	<p>The student will be able to: - Recognize poetry has different elements such as rhythm, rhyme, repetition, and alliteration.</p>

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STRAND	STANDARD	Grade K	Grade 1	Grade 2
Reading and Literature Strand (cont'd.)	<p>Standard 15: Style & Language Students will identify and analyze how an author’s words appeal to the senses, create imagery, suggest mood, and set tone, and provide evidence from the text to support their understanding.</p>	<p>The student will be able to:</p> <ul style="list-style-type: none"> -Recognize words pertaining to the senses in stories and poems. 	<p>The student will be able to:</p> <ul style="list-style-type: none"> -Understand that an author’s choice of words has an effect on the reader. 	<p>The student will be able to:</p> <ul style="list-style-type: none"> -Understand that an author’s choice of words has an effect on the reader. -Identify the senses implied in words appealing to the senses in literature and spoken language.
	<p>Standard 16: Myth, Traditional Narrative, & Classical Literature Students will identify, analyze, and apply knowledge of the themes, structure, and elements of myths, traditional narratives, and classical literature and provide evidence from the text to support their understanding.</p>	<p>The student will be able to:</p> <ul style="list-style-type: none"> -Identify several versions of traditional literature. -Recall repetitive phrases from folk tales. -Retell or dramatize traditional stories. 	<p>The student will be able to:</p> <ul style="list-style-type: none"> -Identify several versions of traditional literature. -Recall repetitive phrases from folk tales. -Retell or dramatize traditional stories. 	<p>The student will be able to:</p> <ul style="list-style-type: none"> -Identify several versions of traditional literature. -Recall repetitive phrases from folk tales. -Retell or dramatize traditional stories.
	<p>Standard 17: Dramatic Literature Students will identify, analyze, and apply knowledge of the themes, structure, and elements of drama and provide evidence form the text to support their understanding.</p>	<p>The student will be able to:</p> <ul style="list-style-type: none"> -Recognize the difference between the narrator and the speaker in a story. 	<p>The student will be able to:</p> <ul style="list-style-type: none"> -Recognize the difference between the narrator and the speaker in a story. 	<p>The student will be able to:</p> <ul style="list-style-type: none"> -Recognize the difference between the narrator and the speaker in a story.

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Composition Strand	<p>Standard 18: Dramatic Reading & Performance Students will plan and present dramatic readings, recitations, and performances that demonstrate appropriate consideration of audience and purpose.</p>	<p>The student will be able to: -Act out plays or stories for a group using clear language and stance.</p>	<p>The student will be able to: -Act out plays or stories for a group using clear language and stance.</p>	<p>The student will be able to: -Act out plays or stories for a group using clear language and stance.</p>
	<p>Strand 19: Writing Students will write with a clear focus, coherent organization, and sufficient detail.</p>	<p>The student will be able to: -Draw pictures and/or use letters or words to tell a story. -Use letters to represent some beginning and/or end sound phonemes. -Draw pictures and/or use letters or words to give others information. -Dictate or write a letter, poem or directions using logical order.</p>	<p>The student will be able to: -Write stories that have beginning, middle and end. -Write letters, poems, and directions or accounts of personal experiences using a logical order. -Write to give others information.</p>	<p>The student will be able to: -Write stories that have beginning, middle and end. -Write letters, poems, and directions or accounts of personal experiences using a logical order. -Write to give others information. -Write research questions.</p>
	<p>Standard 20: Consideration of Audience & Purpose Students will write for different audiences and purposes.</p>	<p>The student will be able to: -Write in a variety of genres for different purposes. (<i>letters, invitations, stories, thank you notes, poems</i>)</p>	<p>The student will be able to: -Write in a variety of genres for different purposes. (<i>letters, invitations, stories, thank you notes, poems</i>)</p>	<p>The student will be able to: -Write in a variety of genres for different purposes. (<i>letters, invitations, stories, thank you notes, poems</i>)</p>

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Composition Strand (cont'd.)	<p>Standard 21: Revising Students will demonstrate improvements in organization, content, paragraph development, level of detail, style, tone, and word choice (diction) in their compositions after revising them.</p>	<p>The student will be able to: -Add details to writing using pictures or words.</p>	<p>The student will be able to: -Add details to writing. -Reread writing to make sure it makes sense. -Revise to make the thought clearer, more logical or more expressive.</p>	<p>The student will be able to: -Add details to writing. -Reread writing to make sure it makes sense. -Revise writing to make the thought clearer, more logical or more expressive.</p>
	<p>Standard 22: Standard English Conventions Students will use knowledge of standard English conventions in their writing, revising, and editing.</p>	<p>The student will be able to: -Print upper and lower case letters of the alphabet. -Use correct spelling of a few high frequency words.</p>	<p>The student will be able to: -Use upper and lower case letters appropriately in words. -Leave space between words. -Understand capital at the beginning of sentence and names. -Use correct spelling of many high frequency and one-syllable words. -Use appropriate end marks such as periods, questions marks and exclamation marks.</p>	<p>The student will be able to: -Use upper and lower case letters appropriately in words. -Leave space between words. -Understand capital at the beginning of sentence, names and places. -Use correct spelling of many words. -Use appropriate end marks such as periods, questions marks and exclamation marks.</p>

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STRAND	STANDARD	Grade K	Grade 1	Grade 2
Composition Strand (cont'd.)	<p>Standard 23: Organizing Ideas in Writing Students will organize ideas in writing in a way that makes sense for their purpose.</p>	<p>The student will be able to: -Arrange events in order when writing or dictating.</p>	<p>The student will be able to: -Write events in order and in a way that makes sense in a story.</p>	<p>The student will be able to: -Write events in order and in a way that makes sense in a story.</p>
	<p>Standard 24: Research Students will gather information from a variety of sources, analyze and evaluate the quality of the information they obtain, and use it to answer their own questions.</p>	<p>The student will be able to: -Generate questions about a topic.</p>	<p>The student will be able to: -Gather information from several sources in a classroom.</p>	<p>The student will be able to: -Gather information from several sources in a classroom, school or library.</p>
	<p>Standard 25: Evaluating Writing & Presentations Students will develop and use appropriate rhetorical, logical, and stylistic criteria for assessing final versions of their compositions or research projects before presenting them to varied audiences.</p>	<p>The student will be able to: -Respond to classroom activities or presentations in a positive, appropriate way.</p>	<p>The student will be able to: -Respond to classroom activities or presentations in a positive, appropriate way.</p>	<p>The student will be able to: -Respond to classroom activities or presentations in a positive, appropriate way.</p>

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Media Strand	<p>Standard 26: Analysis of Media Students will identify, analyze, and apply knowledge of the conventions, elements, and techniques of film, radio, video, television, multimedia productions, the Internet, and emerging technologies and provide evidence from the works to support their understanding.</p>	<p>The student will be able to: -Discuss the accuracy of information they see on TV and in the movies (<i>e.g., whether dogs can really talk or children can really fly.</i>)</p>	<p>The student will be able to: -Discuss the accuracy of information they see on TV and in the movies (<i>e.g., whether dogs can really talk or children can really fly.</i>)</p>	<p>The student will be able to: -Distinguish between fact and misleading information.</p>
	<p>Standard 27: Media Production Students will design and create coherent media productions (audio, video, television, multimedia, Internet, emerging technologies) with a clear controlling idea, adequate detail, and appropriate consideration of audience, purpose and medium.</p>	<p>The student will be able to: -Create audiotapes and listen to them.</p>	<p>The student will be able to: -Create audiotapes or videotapes of reading or presentation.</p>	<p>The student will be able to: -Create audiotapes or videotapes of reading or presentation.</p>